

The Effect of Drawing Activities to Emotional Regulation of College Students

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ABSTRACT

Emotions are subjective reactions that a person expresses and is usually associated with or associated with physiological and behavioural changes. Various intervention approaches have been explored to help students in managing their emotions effectively. One approach that attracts attention is drawing activities. This research aims to investigate the influence of drawing therapy as an intervention tool in improving student emotional regulation. The research method used is pre experimental design research with one group pretest-posttest design. The data collection method uses questionnaires filled out by participants before and after the drawing therapy intervention. The results of the analysis show that there is a significant difference in emotional regulation in students before and after being given treatment so that it can be concluded that there is an influence of drawing activities on emotional regulation in students in Palembang city.

Introduction

In an era filled with pressure and demands, emotion regulation is becoming an important skill needed to deal with daily challenges. College students, as part of a population vulnerable to academic and social stress, often have difficulty in managing their emotions effectively. According to Hartaji (2012), a student is someone who is in the process of gaining knowledge or learning and is registered to undergo education in one of the forms of higher education consisting of academics, polytechnics, colleges, institutes and universities. To control negative emotions, good emotion regulation is needed by students so that it does not affect their psychosocial life. If students do not have good emotion regulation, then the fear is the emergence of uncontrollable negative emotions that can affect both their psychological and physiological health. The ability to manage emotions can make students more realistic and objective in analyzing the problems experienced so that they can encourage students to solve their problems properly (Safaria, 2012).

Emotions are an integral part of human life that affects various aspects, including mental and physical well-being. According to Walgito (2004) emotion is a state that is caused by a certain (special) situation, and emotions tend to occur in relation to behavior that leads (*approach*) or gets away (*avoidance*) towards something, and this behavior is generally accompanied by physical expression. According to Rahmat (2009) emotions are

subjective reactions expressed by a person and are usually associated or related to physiological and behavioral changes.

In the academic environment, students often face pressure from academic, social, and personal demands, which can affect their emotional management. A student is considered to have a high intellectual level, as well as intelligence in thinking, even students are considered as individuals who are created to constantly think (Siswoyo, 2007). However, it cannot be denied that on the other hand, students also have the possibility to experience stress caused by various things, such as changes in the learning environment, friendships, demands for a more independent life, and academic factors such as piling up assignments, changing learning styles, and achieving grades (Santrock, 2003).

Research by Linnenbrink and Pintrich (2000) shows that emotions can have a strong influence on cognitive processes and motivational processes. Therefore, it is important for students to be able to regulate their emotions well. Reivich & Shatte (2002) define emotion regulation as the ability to maintain calm under pressure. Emotionally balanced people are able to manage their emotions when they are disturbed, cope with sadness, worry, or anger, and solve problems more quickly. An individual's process of shaping emotions and understanding when to show them is known as emotion regulation (Gross, 2014). Every individual is able to identify a wide range of emotions, including joy, sadness, anger, disappointment, and many more. These emotions need to be processed so that they do not overflow; this processing of emotions is known as emotion regulation.

The formation of emotion regulation cannot be separated from the factors that accompany it. The factors for the formation of emotion regulation are age, gender, religiosity, and the personality of each individual (Rusmaladewi et al., 2020). According to Gross (2007), aspects of emotion regulation are the individual's ability to regulate emotions well, which includes positive emotions and negative emotions, consciously controlling emotions easily and automatically, and being able to master stressful situations that cause stress due to the problems being faced (Hidayati et al., 2017).

Various intervention approaches have been explored to assist university students in managing their emotions effectively. One approach that has attracted attention is drawing, which offers an opportunity for individuals to express and explore their emotions through the medium of drawing. According to Riyanto and Handoko in Musyafah (2014) stated that drawing is an activity of expressing and create with various ideas or imagination it has using various media or media or materials, in order to produce works of art. Through this drawing activity, individuals can be said to get a safe medium to facilitate in communication with through the exploration of thoughts, beliefs, perceptions, as well as experiences (Mukhlis, 2011). Drawing can be one of the strategies that students can use to help regulate emotions and control stress, especially for students with multiple roles. In drawing, students can use various media, such as drawings, sketches, illustrations, or animations. This can help students in regulating emotions, controlling stress, and managing

time. Although this activity has been used in various clinical contexts, research on the effect of drawing on students' emotion management is still limited.

Although there are various methods that can be used to manage emotions, not many studies have focused on the effect of drawing activities on students' emotion regulation. Therefore, the research problem that arises is whether drawing activities can be an effective tool in helping university students in Palembang to regulate their emotions. The main objective of this study is to explore and assess the influence of drawing activities on the emotion regulation of university students in Palembang. Thus, this study aims to provide a better understanding of the effectiveness of drawing activities as a tool to manage emotions among university students.

Based on previous research conducted by Nurbaiti (2019), it shows that art activities such as drawing can be an effective tool in managing angry emotions in class XI students of SMA Negeri 3 Bantul. According to Buchalter (2004), drawing can also have the possibility of individuals to express various problems being faced, feelings they have, fears, desires and worries with a harmless way out. In general, by drawing, individuals can explore a problem that they are not aware of by using images. Therefore, this study aims to investigate the effect of drawing therapy as an intervention tool in improving college students' emotion regulation. By understanding the impact of drawing activities on emotion regulation, it is hoped that this study can make a valuable contribution to the development of strategies to support students' mental well-being in the academic environment.

Based on the background and theoretical studies that have been outlined, the hypothesis of this study states that there is a significant difference in students' emotion regulation before and after participation in drawing activities, with a significant increase after the intervention. This is based on the assumption that drawing activities provide students with the opportunity to express and process their emotions, resulting in an improvement in their ability to regulate and manage emotions.

Method

In this study using a pre experimental design with a one group pretest-posttest design. According to Sugiyono (2019), pre-experimental research with a design in the form of a one group pretest-posttest is one of the experimental designs that uses one sample group and takes measurements before and after treatment is given to the sample. The independent variable is drawing activity, while the dependent variable is emotion regulation. The population in this study were students from various universities. The research sample consisted of 19 students in Palembang. The data collection method used a questionnaire filled out by participants before and after the drawing intervention. Emotion regulation variables were measured using the Emotion Regulation Questionnaire (ERQ) created by Gross and John (2003) which consists of 10 items.

The research stage begins with giving a pretest in the form of an ERQ questionnaire to the subject. Then giving treatment in the form of drawing activities 2 times to all subjects. After that, it ended with a posttest using the ERQ questionnaire. Data analysis

techniques in this study used descriptive statistical techniques, saphiro wilk normality test, and hypothesis testing using wilcoxon signed rank test.

Results and Discussion

Data on emotional regulation in this study were analyzed using 3 kinds of techniques, namely descriptive statistics and normality tests, and hypothesis testing using the Wilcoxon signed rank test which can be seen in tables 1, 2, and 3.

Table 1. Descriptive Statistic

	Mean	N	Std.	Std. Error
			Deviation	Mean
Pair 1 Pretest of Emotion Regulation	16.47	19	6.239	1.431
Posttest of Emotion Regulation	32.00	19	3.958	.908

Based on table 1 above, the mean pretest score of 19 students is 16.47, the mean is the average emotional regulation of students before being given treatment. The standard deviation is 6.239. In the posttest value, the mean is 32.00, which is the average emotional regulation of students after being given treatment. The standard deviation on the posttest score is 3.958. This indicates an increase in emotional regulation in students after getting treatment in the form of drawing activities. Thus, it can be concluded that the provision of drawing treatment has a significant effect on improving emotional regulation in students in Palembang.

The normality test is needed to determine whether the distribution of the data is normal or not with the test criteria based on the significance obtained. The data is declared normally distributed if the significance value is > 0.05 and the data is declared not normally distributed if the significance is < 0.05. The results of data analysis using the Statistical Package for Social Science (SPSS) version 23 application obtained the saphiro wilk data normality test pretest significance value of 0.001 is smaller than 0.05. The posttest significance value of 0.276 is greater than 0.05. So in accordance with the basis for decision making in the saphiro wilk normality test above, it can be concluded that the pretest data is not normally distributed, while the posttest data is normally distributed.

Table 2. Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest of Emotion Regulation	.788	19	.001
Posttest of Emotion Regulation	.941	19	.276

After conducting a normality test, hypothesis testing is carried out using the Wilcoxon Signed Ranks Test technique. According to Sugiyono (2017), the Wilcoxon Signed Rank Test or also called the Wilcoxon Match Pair is a non-prametrical test to analyze the significance of differences between two paired ordinal-scale data but non-

normally distributed. Based on the statistical data obtained from the help of the SPSS version 23 application, the data can be presented as follows:

Table 3. <i>Wilcoxon Signed Ranks Test.</i>	
Posttest of ER - Pretest of ER	
Z	-3.729 ^b
Asymp. Sig. (2-tailed)	.000

From the results of the Wilcoxon signed test, the Z value is -3.729 and the assymp sig value. (2-tailed) 0.000 is smaller than 0.05 so that Ho is rejected and Ha is accepted, namely there is an average difference in emotional regulation in students before and after treatment so that it can be concluded that there is an effect of drawing activities on emotional regulation in students in Palembang city.

Tables, Figures and Formulas

Table 1. <i>Descriptive Statistic</i>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest of Emotion Regulation	16.47	19	6.239	1.431
	Posttest of Emotion Regulation	32.00	19	3.958	.908

Table 2. <i>Normality Test</i>			
	Shapiro-Wilk		
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Posttest of ER - Pretest of ER	
Z	-3.729 ^b
Asymp. Sig. (2-tailed)	.000

Conclusion

The conclusion of this research is that drawing activities have an effect on the emotional regulation of students in Palembang. This is indicated by descriptive data analysis, an increase in the score of emotional regulation, namely the pretest score of 16.47 and the posttest score of 32.00, an increase of 15.53 points. In the Wilcoxon signed rank test test, the Z value is -3.729 and the assymp sig value. (2-tailed) 0.000 is smaller than 0.05 so that Ho is rejected and Ha is accepted, namely there is an effect of drawing activities on emotional regulation in students in Palembang city.

As for suggestions for future researchers, it is hoped that they can consider increasing the number of research subjects, as well as increasing the frequency of drawing treatment to get a deeper understanding of its effect on student emotional regulation. In addition, it is recommended for future researchers to include a control group that does not receive drawing treatment as a comparison, as well as an experimental group that receives the treatment, making it possible to clearly identify the effect of the treatment.

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